

# Winkler reaches goal of earning Ed.D. in Educational Leadership



*Dr. Harry Dale Winkler*

Pursuing a doctorate takes commitment and once Harry Dale Winkler, KY Tech-Montgomery County principal, made the commitment - nothing got in his way. Perseverance throughout his seven-years of advanced study allowed him to successfully complete the required course work and write his dissertation entitled, "Teachers' Attitudes Regarding the Consequences of Performance-based Compensation."

Hard work and dedication paid off. Winkler successfully defended his dissertation and walked across the stage to accept his Ed.D. in Educational Leadership Studies during the 2010 University of Kentucky commencement exercise. To Winkler, it was one of life's triumphant moments as he reached the pinnacle of higher education.

One of only a few individuals in the Kentucky Tech system to reach this level of accomplishment, Winkler will now become known as . . . *Dr. Harry Dale Winkler* – we presume.



**John Marks**  
**Executive Director**  
**Office of Career and Technical Education**

*“I would like to offer my hearty congratulations to Dale Winkler on the completion of his Ed. D from the University of Kentucky.*

*“Dale is a product of career and technical education. He started as a student in the business and office program at KY-Tech Madison County and later became an instructor at the school. As a student, he was involved in Future Business Leaders of America (FBLA) and eventually became the state Phi Beta Lambda (PBL) president while attending Cumberland College. It was during this time that I first met this young man. We served as judges together in an FBLA public speaking event. It was obvious to me at the time that Dale was a leader. Years later when I returned to the Education and Workforce Cabinet, I had the pleasure of working with Dale as our Kentucky Tech state consultant for business and office. He was as outstanding an employee as I have ever worked with. Dale then made the difficult decision to move back to the field because he hadn't experienced the joys of administration at the school level. I fully understood his motivation for moving in this direction because I had taken the exact same route 10 years earlier. What I hadn't done was committed myself to the completion of a doctoral degree in the meantime.*

*“Dr. Winkler, now serving as the principal of KY-Tech Montgomery Co. ATC, is proving to be as outstanding in the field as he was here in system leadership. I don't have too many years left before retirement and it gives me great comfort to know that men like Dale Winkler are going to be prepared for positions of leadership in this great endeavor we call career and technical education. The national pendulum is swinging toward a greater understanding of how and why kids learn as well as what motivates them. That understanding and motivation is what drives us forward; it's what will be the salvation of education in the United States; and, it's what produces outstanding leaders like Dr. Harry Dale Winkler.”*





***Dr. Winkler:***

***"The doctoral program was a journey from which I gained a great appreciation for research and the use of empirical data to guide decision making. The journey was made possible by the support I received from family, friends, and colleagues. I am thankful for the encouragement I received along the way.***

***"It is my goal to use the knowledge gained in my studies to advance career and technical education throughout Kentucky.***

***"Dr. Charles Hausman was my advising professor and initial chair of the dissertation committee. Dr. Hausman is no longer a faculty member at the university, but he continued to help me through the writing and defense of the dissertation. I am extremely grateful for the advice, editing services, and encouragement he provided throughout the entire process.***

***Dr. Charles Hausman  
Eastern Kentucky University  
College of Education, Educational Leadership and Policy Studies***

***"Between Race to the Top and Teacher Incentive Fund grants, the federal government has approximately \$5 billion dollars to support performance-based compensation systems. Despite those resources, relatively little is known about such systems. Consequently, Dale's dissertation is a timely study and makes two important contributions to the literature. Most importantly, it provides teachers a voice on a heavily funded policy that is likely to affect them in the future. Second, it fills a void in the research by considering how teacher's views regarding performance incentives vary with their personal and school backgrounds. The results can help inform how performance-based compensation systems are crafted in ways that enhance teacher buy-in."***

# Who is Dr. Harry Dale Winkler?

The only son of Harry and Patricia Winkler, Dale grew up in Richmond, Kentucky. He was fortunate to have a stay at home mom until he reached the age of five. At that time, she went back to work in the banking business. Across the street lived an elderly couple - Floy Bond Bogie and her husband Nolan. She was an elementary school teacher and he was a farmer. Winkler originally became interested in education because of "Bogie." She had graduated from Cumberland College and was a great supporter of the institution. She was also the reason

Winkler applied to Cumberland College. He earned his Bachelor of Science in accounting (1994), Certification in Comprehensive Business Education (1996), and Master of Arts in Education (1999) from Cumberland College. In 2002, he completed a Rank I in Educational Leadership and Administration from Eastern Kentucky University. In May 2010, Winkler officially earned his Doctor of Education (Ed.D.) in Educational Leadership Studies from the University of Kentucky.



*Winkler with parents Harry and Patricia*

As part of his leadership growth and development, Winkler was given an opportunity to participate in “Preparing Workforce Education Leaders.” The program was specifically geared for career and technical education (CTE) educators and upcoming leaders. It was built around five national meetings; bi-weekly interactive web casts that dealt with critical issues in career and technical education; selecting one or more mentors to enhance leadership development, assist in identifying and recognizing outstanding workforce development programs and practices; and predicting trends and communicating issues throughout all levels of government. At that time (2005-2006), the program was sponsored by The Ohio State University – Center on Education Training for Employment.

“The Preparing Workforce Education Leaders program was a wonderful professional development experience. I enjoyed establishing new colleagues and networking with participants from across the nation. The meeting in Washington, D.C. was extremely informative and it increased my knowledge of the legislative authorization and appropriation processes,” said Winkler. “I came away from that meeting with strategies for impacting policy development on the local, state, and national levels.”



*Above (l to r): Matt Chaliff, KDE; Dale Winkler, OCTE; and Mark Hundley, KCTCS had an opportunity to meet with the legislative assistants from the offices of Senator Mitch McConnell and Representative Ben Chandler during their visit to Washington in 2006.*



**Over the course of his career, Winkler gained valuable experiences by serving as a classroom teacher in a local high school and KY Tech area technology center, state academic consultant, state service coordinator and KY Tech principal. Throughout these layers of experience, Winkler developed a wide range of knowledge and abilities. As an instructor, his main responsibility was to teach students.**

**As a consultant and service coordinator at the state level, he assisted with the coordination of the KY Tech New Teacher Institute and New Teacher Academy, monitored assessment data at the state and local levels, participated on leadership teams and committees (Carl D. Perkins Act for Career and Technical Education, CTE Teacher Standards, Teacher Recruitment and Retention, and Computer and Technology Skills for New Teachers), developed and revised curriculum; assisted with the development, implementation, and evaluation of Kentucky Occupational Skill Standards; coordinated in-service training activities for business/marketing education; provided technical support to TECH Prep, High Schools That Work and Schools-To-Careers; and, conducted training sessions for the Kentucky Tech Curriculum and Lesson Plan Database.**

**As principal, he has been a leader in advising and evaluating nine teachers and two support staff, monitoring the development and implementation of curriculum maps and daily lesson plans, creating an annual budget and monitoring bookkeeping procedures, developing and implementing the school's improvement plan that reflects the Office of Career and Technical Education's mission, monitoring the program assessment process according to standards, conducting viability studies for program expansion and curriculum revision, and communicating with business and industry representatives, civic leaders, parents, and local school district personnel.**

Throughout his career, he has also been actively involved in professional organizations including the Association for Career and Technical Education (ACTE), Kentucky Association for Career and Technical Education, (KACTE) as president 2009-2010, Kentucky Association of School Administrators, National Career Pathways Network, National Business Education Association, Kentucky Business Education Association (lifetime member and past President), Kentucky Jumpstart Coalition for Personal Finance, and Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL Professional Division - lifetime member).

While working on his doctorate, Winkler's key course work included Leadership in Educational Organizations I & II, Administration of Educational Reform, International Perspectives on Educational Reform, The Supervisor, Instructional Design, Foundations of Inquiry, Guiding and Analyzing Effective Teaching; Guiding, Analyzing, and Using Education Data, Research Design & Analysis in Education, Field Experiences in Educational Institutions, and Multivariate Analysis in Educational Research.

**Mike Kindred**

**OCTE Deputy Executive Director:**

*"I have always been impressed with the quality of Dale's work as well as his attention to detail."*

*"When I became OCTE's deputy executive director, Dale took over the reigns of Kentucky Tech-Montgomery County as principal. As I expected, he has done an outstanding job and made a positive impact on local district personnel as well as our teachers and students."*





### How will I use what I have learned?

*“In my many roles as a teacher, academic consultant, officer of professional associations, and principal I have witnessed the positive effect that career and technical education has on students. However, without better data to support these effects, CTE is often overlooked by policymakers. The research skills I obtained through my doctoral studies have better prepared me to collect and analyze data associated with CTE initiatives. The ability to analyze data and apply it to the decision making process will be vital to the future of CTE programs.*”

*“Through my studies I have learned that policy makers are constantly looking for models of reform that provide relevance to a student’s future endeavors. Career and technical education can play a critical role in high school reform efforts because it provides relevancy for students. Thus, educators must develop public awareness plans which educate business and industry, community leaders, postsecondary institutions, and legislators about CTE. With strong data to support our programs, the public awareness efforts will be better received.”*

### Why others should consider an Ed.D. in Educational Leadership Studies or other professional certifications?

*“I am pleased to learn that more Kentucky Tech principals are pursuing doctoral studies in educational leadership. Through these programs they will learn that there are always at least four approaches to take in dealing with various situations. A leader has to decide which approach or combination of approaches would work best for the present situation.*”



*continued...*

*“In my organizational leadership courses, I learned of the conceptual framework of Bolman and Deal (1991) that stated leaders can choose to approach a situation from one of four frames: structural, human resource, political, and symbolic. Within each frame, a leader will operate differently. That is the key to good leadership; do not get locked into one type of behavior for every situation. Every situation calls for a different approach. I enjoyed learning about the various approaches in this course work.*

*“With more principals pursuing doctoral studies and teachers obtaining national board certifications and industry credentials, the Kentucky Tech System will continue to grow. Our continued focus on improvement will help us in making sure our CTE completers are ready for college and a career.”*

**By any standard, all of Dr. Winkler’s education, experience and professional associations stand as a documented blueprint in leadership development.**

Good News Story #327

By: Fran Dundon

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Office of Career and Technical Education  
Education and Workforce Development Cabinet

*At right: OCTE executive director John Marks recognizes the outstanding accomplishment of Dr. Harry Dale Winkler at the KY Tech Principals’ meeting on July 21, 2010.*

